



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

2011-2012

DCPS Community Partnerships Handbook

A Resource Guide for Principals, Partners, and Volunteers

This Page is Blank

Table of Contents

1	Purpose	4
1.1	The Goal of This Handbook	4
2	School Partnerships	5
2.1	Overview of DCPS Community Partners	5
2.2	What Are The Needs At DCPS?	5
2.3	Getting Started / Articulating Needs	7
2.4	Twenty-Five Great Ideas for School and Community Partners	8
3	Volunteers	9
3.1	Volunteer Policy and Application	9
3.2	Best Practices for Volunteers	11
3.3	Best Practices in Volunteer Management for School Staff	12
3.4	Types of Volunteers	14
4	Service Projects	16
4.1	Guidelines and Key Contacts	16
4.2	City-Wide Days of Service	17
4.3	Volunteer Groups in Washington DC	18
4.4	Participation Form Template	19
5	Donations and Fundraising	20
5.1	Donation Policy and Key Contacts	20
5.2	Suggested Items to Donate	22
5.3	Technology Donation Guidelines	23
5.4	Donation Agreement Template	24
5.5	Fundraising	25
6	Field Trips and Special Events	27
6.1	About The Field Trip Guide	27
6.2	Special Events	28
6.3	Planning Special Events for DC Public School Students	28
7	Other Policies	29
7.1	Media	29
7.2	Neediest Kids Fund - Emergency Resources for Students	29
7.3	Memorandums of Agreement	30
7.4	College Scholarships	32
7.5	Data Collection and Research	32
7.6	Community Service Guidelines	33
8	Templates	34

1 Purpose

1.1 The Goal of This Handbook

August 1, 2011

Dear Principals and Community Partners,

Our community partnerships staff is charged with leveraging external resources that impact student achievement. Specifically, we are looking for resources that add value, are aligned with our stated needs and have an academic impact. Additionally, we are determined to ensure that resources are distributed equitably across the district.

DC public schools have community partners who work one on one with students, revitalize libraries, provide new books, plan field trips, build outdoor classrooms, teach our students about money matters and help prepare them for college. These tremendous resources are delivered at no cost to our schools and help to ensure that children in our nation's capital receive a quality education.

We created this handbook to support the relationships between schools and their community partners. Interacting with many of you helped us determine precisely the types of information to include. What you will find are clear policies, key contacts and best practices. We were fortunate to have some skilled volunteers from Accenture help us put all of this information into what we hope will be a very useful resource.

Shereen Williams

Shereen Williams

Director, Community Partnerships

2 School Partnerships

2.1 Overview of DCPS Community Partners

DC public schools have a wide variety of community partners—more than 900 groups account for over 1,200 relationships across the district. Community partners bring external resources to schools that enhance the school community and the educational experience for our students. Community partners are **not** vendors; they are individuals or groups who donate their time, talent and resources to benefit students in DC public schools. Some community partners work with a single school, while others have relationships with several schools and have had relationships with DC public schools for more than 30 years.

Community partners come from a number of sources:

Sports Franchise	Foundation	Civic Association
Armed Forces	Corporation	Law firm
Service Organization	Non-profit	College/University
Federal Government Agency	DC Government Agency	Fraternity/Sorority
Trade Association	Parent Group/PTA	Embassy

New community partners should contact us at dcpspartnerships@dc.gov. We can suggest a school that might be a good match. We also have a new community partner interest form on the DCPS website under the parents and community tab.

2.2 What Are The Needs At DCPS?

Why do schools need community partners? There are 10 good reasons that come to mind:

1. They bring a variety resources
2. They offer special skill sets
3. They can share real world experiences with students
4. They help build community in and around the school
5. They provide valuable arts and culture resources
6. They can tutor and provide other direct student support
7. They offer additional adult role models
8. They volunteer for a variety of activities
9. They help spruce up the building during service days

10. They donate money and in-kind items

DCPS has a variety of specific needs, volunteers and partners can support. Reviewing school success metrics and self reported needs, the critical areas are:

High Need Schools

Some of our schools present unique challenges. In addition to having students that struggle to become proficient, they are located in non-metro accessible areas and are challenged to find volunteers who can offer their time on a consistent basis. Many of these high needs schools cite having fewer than five volunteers per year, while schools that are centrally located are overwhelmed by volunteers. We have compiled a list of high need schools that would welcome a consistent cadre of dedicated volunteers offering a variety of supports.

Literacy

Effective literacy tutors are a top priority for DCPS. Literacy is named as one of our highest priority areas. Tutors were requested by 87% of schools in a 2009-2010 DCPS needs survey.

We need literacy volunteers across all grade levels: Elementary Schools, Middle schools, and High Schools.

Volunteers are encouraged to help by lending their time to specific efforts to increase literacy across the district.

Math / Science

Math and Science tutors are critical supports that help open doors and future opportunities for DCPS students. Coach a robotics team, assist with science fair projects or tutor a student taking an AP science class. Although these opportunities exist across the district, six neighborhood DCPS schools have launched programs to integrate STEM as a theme in the curriculum for all core subjects.

Volunteers and partners with group affiliations and specific skill sets in math, science, engineering and technology are encouraged to help by volunteering their time and skills in this area.

Mentorship

In addition to direct academic support, mentorship is identified as one of the most powerful ways to impact students by helping them avoid things that may derail academic achievement.

Mentors tutor students but they can also provide insight around conflict resolution, health and wellness, setting goals, career planning, financial literacy and other important life skills.

Studies have shown that mentorship is most effective when mentors are engaged with their mentees on an on-going basis over several months or years. If you are a volunteer or partner affiliated with non-profit or civic groups focusing on mentorship and youth engagement, we need you to mentor our students.

2.3 Getting Started / Articulating Needs

When schools and community partners want to work together

For Schools

- Good communication is essential; establish a point person.
- Articulate a variety of needs. Think about all segments of your school community.
- Think outside the box (direct and indirect support).
- Determine if it is the right fit, not every community partner will align with your needs. Sometimes too many partners can be difficult to manage and work effectively with.
- Be creative about non-financial support. Your list of needs should include more than asking for lump sums of money.
- Are there segments of your school community a partner can support (ex. team, grade, club, student government)?
- Think of one time and ongoing support opportunities.
- Be very specific about your volunteer needs.
- Communicate your success (test scores, awards, positive press).

For Community Partners

- Be clear about your commitment (timing, frequency).
- Align your efforts with the needs articulated by the school.
- Commit to a period of time (at least a year).
- Decide if you want to work directly with students or offer indirect support (or both).
- Confirm how many members of your group will participate.
- Good communication is essential, establish a point person.
- Communicate your areas of interest and or expertise (ex. Building websites, gardening, college planning, and literacy).

2.4 Twenty-Five Great Ideas for School and Community Partners

Our schools are already doing some amazing things with their community partners. Some of our favorites are listed below.

1. Hold a 1,000-book challenge
2. Start a book club with students and adults
3. Start a financial literacy club after school
4. Form a speakers bureau with professionals who can speak with groups of students
5. Invite community partners to judge a science fair or spelling bee
6. Create something together (ex. a cookbook)
7. Publish student work (bind, laminate, reproduce)
8. Have an art show and sell student work
9. Fund small grants for teachers who have special projects they would like to do with students
10. Have a holiday card competition
11. Hold workshops for parents (ex. law, tenants rights, financial literacy, paying for college)
12. Prepare classroom materials to assist teachers
13. Organize a college fair and invite representatives from universities to attend
14. Organize a career day with opportunities for students to interview professionals
15. Arrange homework help clinic
16. Collaborate on a grant for a special project
17. Tweet about the school or make a facebook page
18. Hold a library clean up day with volunteers from the community
19. Create a school garden or farm
20. Have students interview community partners and write their biographies
21. Buy supermarket gift cards to have on hand to cater special events at the school
22. Publish a school newspaper or newsletter
23. Organize a teleconference with students in another state or country
24. Design and execute a community service project
25. Invite a community partner to be “principal for a day” or “teacher for a day”

3 Volunteers

A wide variety of individuals support our students and staff by volunteering in our schools on a regular basis. Whether you are part of a corporation, professional association, university, non-profit organization or simply an individual looking to serve your community, DC public schools are excited to have new volunteers, especially in areas where the need is greatest.

3.1 Volunteer Policy and Application

**DISTRICT OF COLUMBIA
PUBLIC SCHOOLS**

Volunteer Application (revised 6/13/18)

Thank you for your interest in volunteering in the District of Columbia Public Schools (DCPS). Each year, thousands of motivated individuals like you use their skills, resources and knowledge to impact student achievement in DCPS.

Volunteer Application Processing & Fingerprinting Hours: Tuesdays and Thursdays, 9 a.m. – 3:30 p.m., or by appointment

Bring the below documents to the Volunteer Coordinator at 1200 First Street NE, 12th Floor, Washington, DC 20002. After your application is approved, you will be directed to our fingerprinting office.

1. Tuberculosis (TB) Verification (provided by applicant, taken within one year of the application date)
2. Completed DCPS Volunteer Application
3. State issued photo identification (example: passport, drivers license, government ID)

You will receive a verification letter at the address listed on your application in approximately 5 – 10 business days after completing fingerprinting. Bring the verification letter to your school as proof of clearance. If we can be of any further assistance, please contact the Volunteer Coordinator at dcpsvolunteers@dc.gov or 202-442-5447.

Additional forms and information are available at <http://www.dcps.dc.gov/DCPS/volunteer>

Middle and high school students: Do not complete this volunteer application. Please download or request a "[student volunteer application](#)".

If you have an active federal security clearance: Please download or request a "[federal security clearance verification form](#)" and submit it with your application in lieu of the fingerprinting requirement.

Groups of 20 or more volunteers: Please contact the fingerprinting office at 202-442-5043 to inquire about scheduling a fingerprinting session at your location.

A volunteer clearance is valid for 2 years. The criminal background investigation code set by the District of Columbia states: "Background checks shall be conducted for all DCPS employees/unsupervised volunteers at least every two years." Volunteers must comply with this code and make immediate disclosure in writing to DCPS of any arrests or convictions.

Volunteer Statement of Commitment (Retain for your records)

As a volunteer working in the District of Columbia Public Schools (DCPS), I agree to:

- Sign In and Out at the designated place during each visit.
- Identify myself as a volunteer. Receive and wear a badge or nametag provided by the front office to ensure school safety. This will ensure that you are acknowledged as a contributing member of the school team during your volunteer time.
- Attend a volunteer orientation when they are offered to become familiar with DCPS policies, procedures and best practices.
- Honor the commitment to work as scheduled. If you have a child in DCPS, please do not use your volunteer time to speak to your child's teacher or other staff members about your child. Schedule an appointment to address concerns related to your child.
- Notify the DCPS representative assigned to work with me if I must be absent from a volunteer commitment.
- Abide by all the school rules and DCPS policies and regulations that are applicable to me.
- Maintain the confidentiality of any information I learn during volunteer work. When you discuss student needs with teachers, you may learn some personal information. Such information must remain confidential and must not be discussed, except with appropriate staff members as needed.
- Inform appropriate staff members (teachers, school counselor and school principal) if I suspect or learn that a child is in danger or exposed to any type of abuse or neglect.

1200 First Street, NE | Washington, DC 20002 | T: 202-442-5447 | F: 202-442-5028 | dcps.dc.gov

Volunteering in Our Schools:

We welcome volunteers who want to use their skills and resources to help students succeed. We are most in need of volunteers who can work directly with students on reading and math skills. We do, however, have a need for skilled volunteers to help with a variety of tasks in all of our schools.

Section 4-1501.03 of the District of Columbia official code requires the District of Columbia Public Schools perform criminal background checks and have a completed and negative tuberculosis test on file for volunteers.

All volunteers will be supervised by DCPS personnel. Volunteers who work directly with students on a regular basis are required to complete our clearance process. There are three steps:

1. Download and complete the Volunteer Application.
2. Complete a tuberculosis (TB) test with a physician.
3. Bring the application, a government-issued photo ID (with a physical description), and negative TB test result to our office where you will be fingerprinted.

Completing the Volunteer Application

The DCPS Volunteer Application collects important information needed to place you in our schools and protect DCPS students. We have a Spanish language version of the application and a shortened application for high school student volunteers (***High school students are not required to have a background check or TB test. View that application for more details.***) All of these forms can be downloaded at <http://dcps.dc.gov/DCPS/volunteer> or by using the hyperlinks below:

- [Volunteer Application](#)
- [Student Volunteer Application](#)
- [Volunteer Application \(Español\)](#)

The DCPS Volunteer Application includes a Criminal Background Check authorization and requires that you detail any criminal convictions. A conviction will not automatically disqualify you from volunteering, but failure to disclose any conviction will. Each applicant must be fingerprinted before his / her application can be processed.

Please Note:

- **DCPS does not charge volunteers for fingerprinting.**
- **DCPS does not accept fingerprinting reports from other entities (i.e. MPD, other agencies, other cities).**
- **We will not fingerprint you without a negative TB test.**
- **Since DCPS incurs a cost for each person we fingerprint, we will only fingerprint volunteers who are serving in DC public schools. If you are volunteering in a charter school or another school system we will not fingerprint you.**
- **If you already have active federal security clearance issued by a US government agency, please [complete the federal security clearance verification letter](#) in lieu of having DCPS fingerprint you.**

Completing the TB Test

DCPS Volunteers are required to show proof of a negative TB test within the last year if you are going to be volunteering with children. This requirement supports the DC Department of Health's **TB Control Program** seeking to prevent the spread of TB in DC.

What is the TB test? The TB test involves a brief pinprick on the arm, followed by another visit to the physician 48-72 hours later to confirm that there is no reaction.

Where can I get tested? You can schedule a test with your personal physician or at any health clinic offering TB testing. If you have had a TB test within the past year, you can simply provide documentation of that result and do not need to get a new test. College and University students **who have already completed a TB test for their school** may complete the Request to Waive TB Test form that can be downloaded from <http://dcps.dc.gov/DCPS/volunteer> or by using the following hyperlink: [College/University Student – Request to Waive TB Test](#).

Processing Your Application

Once you have a completed application, photo ID and negative TB test, bring those items to the DC Public Schools Central Office at **1200 First Street NE, 12th Floor**, Washington, DC 20002. We process volunteers on **Tuesdays and Thursdays from 9:00a.m. - 3:30 p.m. or by appointment.**

After your application is processed and approved, DCPS will send you a verification letter that is valid for two years. Please show this letter at the school where you will volunteer so that they can keep a copy on file. **Do not discard this letter. Keep the original for your files.**

PLEASE NOTE: Volunteers for Beautification Day or other weekend or one-day service events are not required to complete the clearance process.

You can reach our staff with additional volunteer questions.

DCPS Volunteer and Donations Coordinator

Phone: (202) 442-5308

Email: dcpsvolunteers@dc.gov

3.2 Best Practices for Volunteers

When volunteering with DCPS:

- Please be on time. If you are going to be absent or late, please communicate.
- Dress appropriately; you are a role model at ALL times.
- At the beginning of your service, identify someone that you can go to if you're experiencing challenges.
- Be clear ahead of time about your role and the school's expectations for you.
- If you make an ongoing commitment to your school, stick with it.
- Wear a name tag/badge provided by your school at all times to identify yourself as a trusted volunteer.
- Maintain confidentiality about any information learned during volunteer work.
- Never be alone 1 on 1 with a child—especially in the bathroom.
- Inform appropriate staff members (teachers, counselor, and principal) if you suspect or learn that a child is in danger or exposed to any kind of abuse or neglect.

Focus On Literacy – How Volunteers Can Help

Reading well by the end of third grade is essential for success in school and in life. Literacy is a priority area for DCPS. When surveyed, 87% of our principals indicated they would like additional volunteers working directly with students on reading and writing skills.

Some of the strategies implemented by the district to improve literacy include:

- Two-hour literacy block at the elementary level, using a variety of instructional resources to support high-quality reading instruction.
- Targeted professional development on the National Reading Panel's five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension.
- Afterschool Power Hour and Saturday Scholars providing additional learning time for students.

Guidance for Volunteers Reading with Young or Struggling Readers

While we don't expect our volunteers to be reading specialists, we want the time spent with students to be impactful. Below are some tips to guide volunteers as they read with very young or struggling readers. If you do detect some areas of difficulty, school staff can share some activities that you can use to help your student master those concepts.

- **Book Choice:** Books that are too hard or too easy can frustrate students.
- **Read Aloud:** Use gestures, mannerisms and character voices, as you read the story.
- **Sounds:** Do they recognize the sounds of letters or combinations of letters?
- **Sight Words:** Do they recognize high frequency sight words? (the, and, is, to) Can they point them out?
- **Punctuation:** Are they recognizing periods and other punctuation? Do they pause or read right through?
- **Visual Clues:** What can they tell you just from looking at the illustrations?
- **Comprehension:** Can they make a prediction? Tell what happened at the beginning, middle and end?
- **Reflection:** Can they give three reasons why they liked the story or didn't like the story?

3.3 Best Practices in Volunteer Management for School Staff

Volunteers can add tremendous value to your school community, but key things need to happen for both the school and the volunteer to have a great relationship that benefits kids. The following information may be helpful for school leaders and others managing volunteers in a school setting.

- **Risk Management:** Ensure that all volunteers who serve on an ongoing basis have completed the DCPS volunteer application and background check. Volunteers are

issued a letter once they are cleared as proof of their eligibility to volunteer. Keep a copy of each volunteer's letter on file at your school.

- **Matching:** Make every attempt to use volunteers in ways that are aligned well with their skills and abilities.
- **Training:** Volunteers are skilled in a variety of areas and can offer great support, however they will work best when given clear guidelines and instructions for each task.
- **Supervision and Retention:** Have a point person whom volunteers can touch base with from time to time. Volunteers may have questions or need additional guidance. They also want to feel connected to the school community.
- **Communication:** Good communication is essential. Establish clear channels for communication. In addition to communicating critical info about their volunteer assignments, keep them abreast of the latest news about your school community. Bimonthly or quarterly meetings for volunteers and community partners provide a good way to update them on school news and build community.
- **Conflict Resolution:** Problems, complaints or disputes may arise. Volunteers and school staff should understand and feel comfortable bringing these issues to the school leadership. It is the school leadership's responsibility to resolve the dispute or terminate the relationship with the volunteer. Feel free to seek additional guidance from the community partnerships staff on conflict resolution tools or ending the relationship with a volunteer.
- **Recognition:** Although volunteers usually feel the opportunity to serve is rewarding for them, it is important to recognize volunteers in some way. We want all volunteers to know that we appreciate their efforts. Providing certificates, thank you letters or hosting small volunteer luncheons are some ways to give thanks. Any effort you make to recognize their support will be greatly appreciated. Each year DCPS will have a volunteer recognition day across the district. This is an excellent way to recognize our volunteers.

(Note: some of these tips were provided by **Greater DC Cares**)

Please Note:

- Volunteers will not receive a DCPS email address
- Volunteers should not be issued any keys
- Make every effort to protect our students' confidential information
- Use good judgment in assigning tasks to volunteers
- We encourage and applaud parent volunteers, if they serve on a **regular basis** they should also complete the application and background check as well

Recruitment

If you have a specific volunteer need, our staff may be able to help fulfill your request. As you think about the help you need use the template below to capture the information that will help to recruit a volunteer that is perfect for your school.

SAMPLE DCPS VOLUNTEER POSITION DESCRIPTION
SCHOOL/DEPARTMENT NAME

Location	<p style="text-align: center;">Mark Twain ES, 1200 Rainbow Street, NE Washington, DC 20002 (202) 442-1234 Redline: New York Ave/Florida Ave Metro Station</p>
Position Title	Main Office Volunteer
Purpose	To assist the administrative staff in the day to day operation of the main office
Key Responsibilities	<ul style="list-style-type: none"> • Answering the phone • Making copies • Some light filing • Greeting parents and other visitors
Qualifications	<ul style="list-style-type: none"> • Good communication skills • Knowledge of the computers • Knowledge of office culture • Very pleasant demeanor
Reports to or Partners with	Name: Jane Adams Phone: 202.123.4567 Email: jane.adams@dc.gov
Time Commitment	2 days per week 9.a.m – 1p.m.
Development Opportunities	Volunteer will have face to face contact with key central office staff and visitors. They will also learn operate office equipment that is related to the position.

We can post your volunteer needs and help to secure the support you need. You can reach us with additional volunteer management questions.

Phone: (202) 442-5308

Email: dcpsvolunteers@dc.gov

3.4 Types of Volunteers

There are individuals all across the DC metro area who volunteer in DC public schools. We appreciate their support and know that our students benefit from their service. To help schools think about the types of volunteers they need and help community partners think about the ways that they can serve, we have outlined some of our current volunteers and the ways they support our students.

Group affiliated volunteers and partners

Many of our volunteers come from a group affiliation with a non-profit, or their employer. Many companies and local groups are supportive of their members working together to support our schools. DCPS very much welcomes this involvement. With the involvement of groups and teams of volunteers, schools benefit from consistent support in a variety of areas.

Examples & Best Practices -

- *Reading Partners - Brightwood ES children reading below grade level receive one-on-one tutoring from a trained volunteer for 90 minutes each week*
- *Everybody Wins! - Companies sign up to have their employees volunteer together in a Title 1 school with the Power Lunch program. Each volunteer is matched with an elementary school student during the student's lunch and recess hour once per week.*
- *Washington Lawyers' Committee- The public school partnership program pairs Washington Area law firms with DC public schools. The law firms provide a variety of supports.*

Volunteers Who Maintain a Regular Time to Serve

Volunteers who provide consistent support in one area are able to make a huge impact. In order to be impactful, we are trying to find volunteers who can commit to serve regularly for a longer period of time, over weeks, months or years. If you are a volunteer who is able to provide consistent support on an ongoing basis, we would love to have you working directly with our students.

Examples & Best Practices -

- *Tutors- The Reading All- Stars at Tubman ES are a group of over 50 volunteers that work with students every Saturday at the school.*

Skills Based Volunteering

In addition to tutors and others who work directly with our students on specific academic areas, we have volunteers who use specific skills to help us meet other needs.

Examples & Best Practices -

- *Graphic artist: a graphic artist volunteers her time to prepare flyers for DCPS events.*
- *Legal workshops: Often some of our law firm partners provide legal workshops for parents and students.*
- *Gardeners: several of our schools have gardens and are fortunate to have community volunteers to help maintain them.*

Geography based volunteers and partners

Volunteers are also needed based on their proximity to our schools and their availability during the school day. Some of our high-need schools are not located near metro stops and that makes it hard for volunteers who want to help but don't have cars. Individuals who live near our schools, as well as churches or businesses located near our schools, can provide a valuable pipeline of volunteer support.

Examples & Best Practices –

Churches: many area churches support schools in their vicinity.

4 Service Projects

4.1 Guidelines and Key Contacts

Throughout each school year community partners from across the city volunteer to help spruce up our school buildings and grounds. Whether during a city wide service day or at a single school event, volunteers come together to paint, pick up trash, organize materials and plant flowers. DCPS has several new and modernized buildings, but we are always pleased to have volunteers spruce up some of our older facilities. The following guidelines will help to ensure that your service project is a success.

1. **Preparation:** External groups should begin by having a conversation with the school leadership about their needs. Please keep in mind some school facilities are modernized or scheduled for modernization. Those schools may not be appropriate settings for some projects. Once you have decided that there is a need and have scheduled a date, the building use and scope of work have to be approved.
2. **Building Use:** When school buildings are opened on weekends for activities with community partners, the community partner is required to submit an **Application to Use Facilities** to the **Realty Office**. The application should have the principal's signature and approval before it is submitted to the realty office. The Realty Office will need 30 days to process the application and the associated fees. Using a school building outside of normal school hours triggers additional costs for custodians and security personnel. The school or the community partner should be prepared to cover these costs. (Custodial overtime fee – varies actual costs will be calculated by the Real Estate Office on a per hour basis) Security Services fee - \$24.00/hour/officer)

OPEFM: 202.698.7700

POC: Veronica Falwell 202.442.5199

3. **Work Authorization:** Submit the scope of work to the service center at the Office of Public Education Facilities Modernization (OPEFM) at least 30 days prior to the event. In some cases, OPEFM may need to visit the site to do a safety assessment prior to the event. OPEFM will ensure that any projects that involve the penetration of surfaces are tested to ensure the surfaces are free from lead paint and asbestos. Once the **work authorization** is issued, it must be posted at the site on the day of the event.

OPEFM Service Center

POC: Joyce Eggleston 202.576.7676

POC: Angela Bradley 202.576.6397

4. **Special Needs:** Be sure that the school requests any special needs ahead of time. If the project will require a dumpster or bulk trash pick-up put this request in ahead of time to ensure that you are ready on the day of the event.

5. **Best Practices:** We truly appreciate the work that volunteers and others do to help make our schools warm and inviting spaces for our students. Please adhere to the following tips to ensure that the school is ready when the students and staff return:
 - Make sure your project can be completed in the allotted time
 - Assign at least one person to manage the volunteers and the projects
 - Use drop cloths: cover all chalkboards, filing cabinets, lockers, and carpet
 - Use painter's tape to cover edges of all areas not being painted
 - Confirm the colors and types of paint with the school staff
 - Move furniture and other items away from walls and doors
 - Do not remove blackboards or items permanently affixed to walls
 - Use different paint for wall and trim areas
 - Use interior paint and exterior paint where appropriate
 - Return all furniture to its original location
 - Clean up all work areas and dispose of rubbish in the proper place

6. **Communication:** Let us know what you are doing! We may be able to provide assistance with additional volunteers. We would also enjoy writing about your event for one of our DCPS publications. Email: DCPSpartnerships@dc.gov

4.2 City-Wide Days of Service

Throughout the year service days offer volunteers a chance to serve in a variety of areas and allow schools to complete critical projects. These days also provide opportunities for DC public school students to get the community service credits required for graduation.

DCPS Beautification Day	August 20, 2011
National Day of Service and Remembrance	September 11, 2011
Make a Difference Day	October 23, 2011
One Warm Coat	November 8, 2011 - December 10, 2011
Martin Luther King Jr. Day of Service	January 17, 2012
Global Youth Service Day	April 23-25, 2012
Greater DC Cares Serv-a-thon	April/May 2012
Hands on DC Spring Work-a-thon	May 2012

4.3 Volunteer Groups in Washington DC

The groups below assist many DC public schools with large and small revitalization projects. They also do a great job of engaging corporate and community support of their activities.

City Year Washington DC

1875 Connecticut Avenue, NW Suite 1130
Washington, DC 20009
Phone: 202.776.7780
Fax: 202.776.7788

City Year engages local residents with high school and college students, community organizations, corporate employees and other volunteers to serve together on projects that make a transformational, inspirational and sustainable difference in the DC community.

Greater DC Cares

1156 15th Street NW Suite 840
Washington, DC 20005
Phone: (202) 777-4441
Fax: (202) 777-4444
E-mail: volunteer@greaterdccares.org

Greater DC Cares has developed and executed 90 large-scale projects engaging more than 6,500 volunteers in facilities beautification projects across the region, including projects at 45 DC public schools.

Hands on DC

P.O. Box 57094,
Washington, DC 20037-0094
Phone: (202) 667-5808
E-mail: volunteer@handsondc.org

Hands on DC is an all-volunteer organization that organizes projects to improve the physical condition of DC public schools. During their annual spring Work-a-Thon 2,000 volunteers serve in 30 DC public schools.


Serve DC - The Mayor's Office on Volunteerism

Franklin D. Reeves Municipal Center
2000 14th Street, NW, Suite 101
Washington, DC 20009
Phone: (202) 727-7925
E-mail: serve@dc.gov

The mission of Serve DC is to strengthen and promote the District of Columbia's spirit of service. Thousands of District residents volunteer each year to be part of the Seasons of Service Days, a year-round action plan designed to illustrate how a single day of service can grow into an ongoing habit of helping communities. Serve DC serves as the city's lead organizer for the Martin Luther King Jr. Day of Service, Global Youth Service Day and Patriot Day.

4.4 Participation Form Template

During our district-wide service projects, we ask volunteers to sign a participation form. By signing this form volunteers acknowledge the risks involved, grant permission for us to use pictures taken during the event and provide emergency contact info. The sample below is the approved DCPS participation form that can be used for any DCPS event.



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

BEAUTIFICATION DAY 2011 PARTICIPATION FORM

Project: Beautification Day Group: _____

Name: _____ Date: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: Home () _____ Work () _____

E-mail Address: _____

Tasks: Painting, gardening, light cleaning, etc.

I understand that I will be spending the day as a volunteer for Beautification Day and attest that I am physically fit to participate in today's activities. I acknowledge that my participation is voluntary and does not constitute a condition or requirement of employment.

I further acknowledge that the activities described above may expose me to some risk of injury. To minimize this risk, I will not create an unsafe situation for other individuals, or myself, nor will I engage in any task with which I am not completely comfortable. I will abide by all applicable federal, state, and local laws, as well as the rules and directions of the sponsors and coordinators. If I see any situation that I feel is unsafe, I will call it to the attention of the sponsors, coordinators, or safety coordinators. I agree to indemnify and hold harmless DCPS for any injury or damage which I may sustain while participating in this event.

Additionally, I grant D.C. Public Schools permission to use my likeness and words for the limited purpose of describing, promoting, and publicizing the community volunteer service event described above.

Volunteers under age 18 must have this form signed by a parent or legal guardian (in such event, all references herein to "I" refer to the volunteer who is under age 18).

For more information about volunteers working with the DC Government, please review DC Code § 1-319.01 to 1-319.05 and 2-411 to 2-416 (2001).

In case of emergency notify: _____ Relationship: _____

Telephone: _____ Address: _____

Signature of Volunteer/Date

Signature of Guardian (if under 18)/Date

5 Donations and Fundraising

5.1 Donation Policy and Key Contacts

District of Columbia law requires all district government agencies to document cash and in-kind donations. The process is simple with a short application to document the gift, an email confirming legal sufficiency from the Mayor's Office of Partnerships and Grant Services, and a donation agreement for both parties to sign. The donation agreement verifies that the donation is genuine and being donated freely without the donor expecting any special treatment from the government.

The DCPS website has a link under the “**parents and community**” tab called “**donations.**” Prospective donors can go to this tab to submit details about their donation. We will process the donation and contact the donor to arrange pick up or delivery.

School business managers have also been trained to process donations. They can go directly to the dc.gov website and process donations for their school site. New business managers can attend a short webinar training to learn how to process donations.

Tips:

- A community partner can submit information once and include all of their support for the year, instead of initiating the process each time they make a cash or in-kind gift.
- If a school is awarded a cash or in-kind gift as a result of a competitive process, they do not have to document it as a donation.
- Sometimes it is preferable to buy the item and donate it, rather than donate money for the item.
- DCPS receives donations on a regular basis. If your school has a need, let us know.

Please Note: *For small donations under \$500, the donor can complete the donation drop off form along with the donation. This form is in lieu of the longer donation application completed via the internet.*

For Additional questions about donations contact:

Cesar Vence
Donations Manager
Office of Partnerships and Grant Services
Phone: 202.341.7960
cesar.vence@dc.gov

DROP-OFF DONATIONS ONLY



Government of the District of Columbia
Mayor Adrian A. Fenty
District of Columbia Public Schools (DCPS)

DONOR CONTACT INFORMATION

Name (Print): _____ Date: _____

Organization: _____

Address: _____

City/State: _____ Zip: _____

Telephone: _____ Fax: _____ Email: _____

DONATION(S) DESCRIPTION

A: Type of Donation(s) (please check one):

☐ Financial ☐ In-Kind ☐ Other

B: Actual or Estimated Value (not to exceed \$500.00):

\$

Other: _____

C: Brief Description of Donation(s) including intended use. (Please attach relevant documentation)

DONOR AGREEMENT (Please read and sign below)

1. I hereby agree to make a bona fide donation to the Government of the District of Columbia for the purpose of benefiting students served by the District of Columbia Public Schools (DCPS). The donor is giving the donation freely without any expectation of special treatment from the District of Columbia government or any part thereof.
2. The donation is being made on the condition that the agency agrees to use the donation for the particular purpose stated in this agreement. If the agency does not use the full balance of the financial donation, I, the donor, give my express consent and authorization to the agency to use the remaining balance in the same or subsequent fiscal years for the same or similar authorized purpose, as reviewed and approved by the D.C. Ethics Officer. Otherwise, the Government of the District of Columbia will mail a refund check to the donor in the amount of any remaining balance.

5.2 Suggested Items to Donate

We appreciate everyone's generosity and support of school reform efforts. We intend to use each donation to directly impact our schools and the academic achievement of our students.

Please keep the following in mind:

- We will ask for pictures of furniture or other large items
- We cannot accept items with logos or branding
- We only accept technology if it meets our minimum requirements
- When we do accept technology it has to be a complete system, we will not accept isolated pieces of hardware or equipment
- We do not accept old magazines
- We do not accept sets of encyclopedias published prior to 2011
- We accept used items on a case by case basis
- We do not accept broken or damaged items, or items missing parts (with the exception of broken musical instruments as we may be able to use the parts)

Below are some of the items most requested by our school staff:

School supplies (pens, pencils, notebooks, crayons, glue)
Dry erase markers
Portable white boards (small)
Flip Charts
Reams of paper
Art Supplies (paper, brushes, assorted paint, chalks)
Books (for school libraries, class libraries and students' personal libraries)
Books on tape
Magazine and newspaper subscriptions for school libraries
Database Subscriptions (online encyclopedias, periodical indexes and other resources)
Dictionaries
Puzzles and board games
Globes and maps (new)
Calculators, Geometry tools and Graph paper
Math Manipulatives
Interactive White Boards
Computers and Flash Drives
Experiences (field trips, tickets and transportation)
Sports equipment
Cameras (digital and disposable)
Gardening Supplies (soil, tools, gloves, flowers)
Office and Classroom Furniture

5.3 Technology Donation Guidelines

In order to provide technology support for donated computers, DCPS/OCTO requires that all technology donations follow the general guidelines listed below:

1. Please ensure that all donated computers meet the minimum hardware requirements as outlined (see attached chart; 8.4).
2. If the computers are Apple Macs, all models are accepted as long as they meet the minimum requirements (see attached chart).
3. Please only select computers from the “Preferred” list (on the attached chart) as DCPS/OCTO already maintains these images. If you would like to select computers from the “Acceptable” list (on the attached chart), please contact the Office of the Chief Operating Officer at 202-442-5112 prior to getting these computers for your school. The minimum quantity for computers on the “Acceptable” list is 10 or more.
4. Please only accept donated computers that come with all of the necessary peripherals including power cords, minimum 80 GB hard drive, minimum 512 MB memory, keyboard, mouse, etc. (Note: GSA computers regularly do not come with all of the necessary peripherals). The school/department receiving the donation is responsible for purchasing any missing peripherals.
5. We have a guide for accepting used technology in the template section at the end of this guide.

5.4 Donation Agreement Template

The donation agreement verifies that the donation is genuine and being donated freely without the donor expecting any special treatment from the government. Each donor will sign a donation agreement and receive a copy along with a thank you note as proof of their donation. Donors should keep this agreement for their records.

DONATION AGREEMENT BETWEEN THE DISTRICT OF COLUMBIA GOVERNMENT AND _____

1. _____ ("Donor") agrees to make a donation to DC Public Schools (name of D.C. Government agency) of _____ each to be used _____. The donation is being given freely without any expectation of special treatment by the government.
2. The donation will be used to augment our _____. The donation is for an authorized purpose because it is consistent with the functions and purposes of the agency.
3. The donation is being made on the condition that the agency agrees to use the donation for the particular purpose stated in this agreement. If the agency does not use the full balance of the financial donation, I, the donor, give my express consent and authorization to the agency to use the remaining balance in the same or subsequent fiscal years for the same or similar authorized purpose, as reviewed and approved by the D.C. Ethics Officer. Otherwise, the Government of the District of Columbia will mail a refund check to the donor in the amount of any remaining balance. (State any other conditions that may apply).

<input type="checkbox"/>	Yes, with my consent all remaining funds may be applied toward another D.C. Government program with a similar purpose in this fiscal year or subsequent years.
<input type="checkbox"/>	No, please refund all remaining funds to the donor.

Yes, with my consent all remaining funds may be applied toward another D.C. Government program with a similar purpose in this fiscal year or subsequent years.

No, please refund all remaining funds to the donor.

Please check the appropriate box.

4. The donor has read and agrees to be bound by the Rules of Conduct regarding Donations set forth in Mayor's Memorandum 2002-1, dated January 8, 2002.

5. The Donor is not sure if they have any current transactions or litigation pending with the District government.

6. The District of Columbia government acknowledges that systems are in place for the donation to be accepted by the government and the use of the donation may be properly tracked as required by the Section 115 of the District of Columbia Appropriations Act, 2003, Pub. L. 108-1.

Signature of the Parties:

Name: _____ Date: _____

Title: _____
Authorized official representing the Donor

Agency Representative Date: _____

Agency name

Director of OPGD Date: _____

on behalf of the District of Columbia Government

NOTE:

ADDITIONAL PARAGRAPHS MAY BE INSERTED AND RENUMBERED ACCORDINGLY, SUCH AS:

A. LISTING ADDITIONAL FUNDS THAT NEED TO BE EXPENDED TO ACCEPT DONATION

B. IF REAL OR PERSONAL PROPERTY, STATE WHO WILL MAINTAIN AND ANY ASSOCIATED COSTS

C. STATE ANY CONDITIONS ATTACHED TO DONATION

5.5 Fundraising

- DCPS employees should check with Cesar Vence, Donations Manager for the Mayor's Office of Partnerships and Grant Services, about soliciting private donations. Make sure your efforts are in line with the District of Columbia's rules regarding fundraising.
- Some schools have active parent associations that fundraise on their behalf or community partners with a 501-3 c that will fundraise on their behalf. In those cases the parent organization or community partner should donate the funds raised to the school or donate items purchased with those funds to the school. It is the school's responsibility to do the application documenting the donation. A school can do an application at the beginning of the year to cover all of the donations from the PTA or other group, instead of doing an application every time they receive an individual donation.
- If schools engage in selling any items (ex. student artwork, produce grown on site, candy) that is not considered a donation, but they should make sure that funds are properly accounted for, and deposited into the applicable account.
- Programs that provide opportunities for schools to raise funds for field trips and other special initiatives include:

Donors Choose

Donorschoose.org is a nonprofit that connects public school teachers with people who want to support classroom learning. Public school teachers post classroom project requests on DonorsChoose.org. Requests range from pencils for a poetry writing unit, to violins for a school recital, to microscope slides for a biology class. The district has an agreement with Donor's choose, so teachers **do not** have to do a donation application when they receive something from Donor's Choose.

www.donorschoose.org

Giant A+ Bonus Bucks

With A+ Bonus Bucks, points accrue with each purchase that uses the Giant Card. At the end of each month, these points determine a school's cash total, which is automatically credited to its account. Once a school signs up, anyone with a Giant card can link their card to that school's account

http://www.giantfood.com/our_stores/bonus_bucks/index.htm

Harris Teeter Together in Education Program

Harris Teeter's Together in Education program is a fundraising program for schools (public or private- preschool through 12th grade) in our communities. When customers purchase select Harris Teeter Brand products using their VIC card, Harris Teeter contributes a percentage of

those purchase dollars to the schools of their choice. Schools use the money as they see fit on anything from basic supplies to band equipment or computers.

http://www.harristeeter.com/community/together_in_education/tie_details.aspx

Target Field Trip Grants

Grants are awarded to schools that plan and execute a field trip demonstrating a viable learning experience. Monies can cover transportation, fees and any other related need. Applications for \$700 grants are available online beginning August 1st.

www.target.com/education

Best Buy Children's Foundation

Best Buy's te@ch program rewards schools that make learning fun by integrating interactive technology into the curriculum. The te@ch program awards a \$2,500 Best Buy Gift Card to selected schools.

Visit www.bestbuy.com/teach for more information.

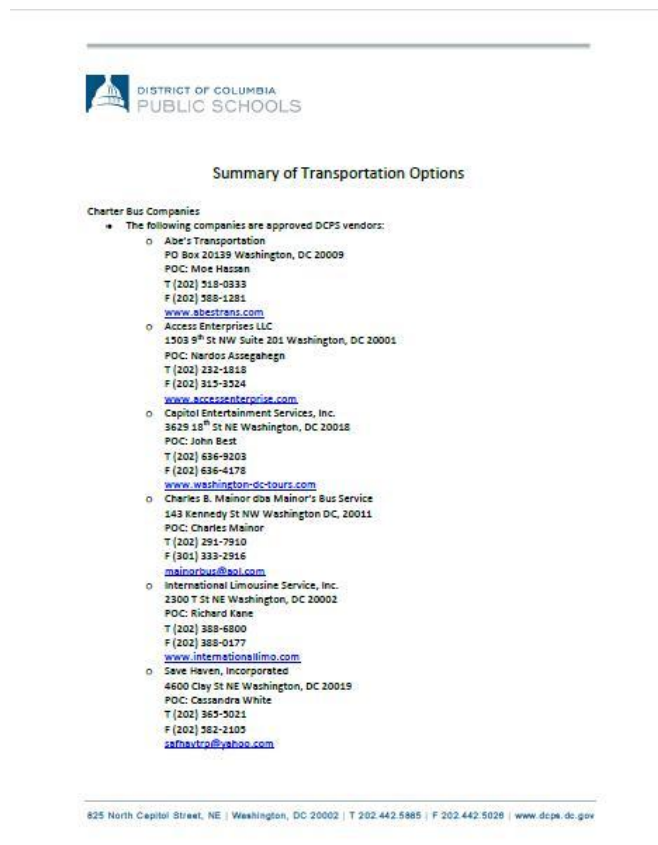
6 Field Trips and Special Events

6.1 About The Field Trip Guide

DCPS has published a field trip guide that principals and teachers can access via the educator and principal portals. School and community partners should make every effort to ensure that off-site experiences adhere to all of the DCPS protocols and are planned well in advance.

The field trip guide includes:

- Applications for local and long distance trip approvals
- A list of approved bus vendors
- Suggested field trip sites
- Sample permission slips
- Sample lesson plans
- Additional resources



6.2 Special Events

District-Wide Special Events

DCPS has a number of special events throughout the year. We often ask community partners to attend. These events provide an opportunity to learn more about our students and connect with all segments of the school community. Examples include Beautification Day, science fair, high school fair, college fair and community forums.

August – Beautification Day

September- Teen Design Fair

November- GeoPlunge Tournament

December- Scrabble Tournament

School-Level Special Events

Many of our schools also have their own special events throughout the year and are fortunate to have the support of parents and other community partners to ensure the success of each event. Examples include back-to-school nights, plays, field days, auctions, career days and literacy events.

6.3 Planning Special Events for DC Public School Students

Community Partner Special Events

Many of the events that DC public school students are able to attend are produced by our community partners. We are delighted to include students in conferences, tournaments and other field trips that build upon the good work they do in the classroom.

To invite DC public school students to your special event, please contact us at dcpspartnerships@dc.gov with all pertinent information, including how many students can attend, the targeted age group, and whether transportation is provided. Please allow enough lead time. We need a minimum of four weeks to arrange for students and teachers to attend.

7 Other Policies

7.1 Media

Often the events schools have with their community partners include special guests and the media. School leaders are ultimately responsible for letting the Office of Family & Public Engagement know when they will have media or VIPs at special events. Please adhere to the following guidelines to ensure that the proper staff is contacted.

Preparing for your event:

- Contact the DCPS press secretary about an event that will have press or VIPs two weeks in advance
 - o VIP: Federal or local government official; celebrities; professional athletes
- Send an official invite to the chancellor and her scheduler will determine if she can attend
- Ensure all students participating have signed media releases on file

Inviting media to your event:

- Anything (e.g. media advisory, press release, email invite) that is going out with the DCPS name and logo **MUST** be reviewed by the DCPS press secretary
- DCPS press secretary may:
 - o Assist with the production and distribution of all materials to the media
 - o Provide principal with talking points/messaging for an event if requested in advance
 - o On case-by-case basis, DCPS will provide more assistance
- If the chancellor is not at the event, the school's principal is the default spokesperson for DCPS

Contact:

Frederick Lewis

Asst. Press Secretary

Frederick.Lewis@dc.gov

T: 202-442-5919

C: 202-480-0860

7.2 Neediest Kids Fund - Emergency Resources for Students

The Neediest Kids Fund was established in 1972 to provide funds for children identified as having an immediate need. Through the fund children can get critical items their families are unable to provide, quickly and confidentially.

School uniforms	New clothes	School supplies
Eye examination and glasses	Transportation	Emergency dental care
Nutrition	Testing fees	Graduation fees
Funding for academic activities	Personal/family emergencies	

1. DCPS is committed to serving all students in the district. However, there are some students who are a priority for these funds due to extenuating circumstances. These are students whose families are experiencing homelessness, unemployment, underemployment or a sudden emergency like a fire or death.
2. Only students who are currently enrolled in a District of Columbia Public School with a valid student ID number may apply.
3. The number of students served is based on the availability of funds.

Once a parent makes initial contact/request with their local school, a member of the school staff will submit the NKF assistance form. All requests are processed through the school the student attends.

For additional information, please contact:

Mildred Washington

Manager, Strategic Academic Initiatives

T: 202.442.5030

F: 202.442.5019

Email: mildred.washington@dc.gov

7.3 Memorandums of Agreement

In some cases the relationship between DCPS and a community partner needs to be documented. A Memorandum of Agreement (MOA) can be created that outlines the relationship and the key responsibilities of each party. MOA's are considered on a case by case basis and each is reviewed by the DCPS general counsel.

If it is determined that the relationship between a school and a community partner warrants an MOA, the general counsel can provide a template.

A memorandum of agreement between DCPS and a community partner:

- Provides an overview of the relationship
- Lists the responsibilities of DCPS
- Lists the responsibilities of the community partner
- Does not obligate DCPS to pay for any services
- Is generally used when a partner is funding a significant initiative
- Is signed by the chancellor or a designee after a review by the general counsel

Memorandum of Agreement Template

**MEMORANDUM OF AGREEMENT (MOA)
BETWEEN
DISTRICT OF COLUMBIA PUBLIC SCHOOLS
AND
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
FOR THE Power Rangers PROGRAM**

This Memorandum of Agreement ("MOA") sets forth the responsibilities and expectations of the District of Columbia Public Schools ("DCPS") and the XXX, a non-profit organization ("XXX" and together with DCPS collectively referred to herein as the "Parties") in support of the DCPS Power Rangers PROGRAM ("PRP"), an innovative global education program which connects xxxxx with 5th and 6th grade DCPS classrooms to promote a better understanding and appreciation of xxxxxxxxx (PRP overview attached hereto as "EXHIBIT A").

RECITALS

WHEREAS, for over 30 years, XXX and DCPS have worked together to fund and implement PRP; and

WHEREAS, the Parties share a strong belief in the value of PRP, pride in its past accomplishments, and a commitment to seeing the program continue and flourish in the future; and

WHEREAS, the Parties believe in the value of a global education which exposes students, regardless of social circumstance, to the wider world and prepares them for responsible and informed global citizenship; and

WHEREAS, the Parties recognize the value of PRP as a means of creatively engaging students in reading, writing, math, and other aspects of the core curriculum; and

WHEREAS, this MOA is intended to codify the terms of the relationship between the Parties in support of PRP activities, and in order to ensure the continued development of this high-quality educational program for DCPS students.

NOW THEREFORE, the Parties hereto agree as follows:

7.4 College Scholarships

DCPS and the Double The Numbers Coalition maintain a directory of scholarship opportunities for DC students. While not equipped to manage or administer scholarships provided by community partners, we ensure that our students are aware of the many resources available to fund their college education. Community partners can contact the sources below to have their scholarship opportunities posted for DC public school students.

Kevin Hudson

DCPS Manager of College Readiness
Office of Secondary School Transformation
202-727-8684

Double The Numbers

<http://www.doublethenumbersdc.org/>

7.5 Data Collection and Research

Some community partners have a need to access student data or conduct research. Specifically, some groups are funded to work with certain student populations and would like to see if the resources they have provided have had an impact on individual student achievement. Although DCPS has to maintain confidentiality, there are some instances where we may be able to share data. All of these requests should be directed to the Office of Data and Accountability.

DCPS will also approve research requests that meet professional standards for research design and ethical practices and have merit and relevance to the school system.

Feel free to contact Kelly Linker and to visit the DCPS website for more information.

Kelly Linker

Office of Data and Accountability

Kelly.Linker@dc.gov

202-724-4651

7.6 Community Service Guidelines

All students complete 100 hours of community service in order to obtain a high school diploma from DCPS. Service can be performed with a 501 (3) (c), or at a federal or district government agency.

Feel free to contact Merita Carter for more information.

Merita E. Carter

Manager, Counseling

Office of Secondary School Transformation

202-442-5640

merita.carter@dc.gov

8 Templates

- 8.1** Sample Volunteer Thank You Letter
- 8.2** Community Service Verification Form
- 8.3** Participation Form
- 8.4** Technology Donation Guidelines
- 8.5** Donation Agreement Template
- 8.6** Sample Volunteer Clearance Letter
- 8.7** Letter Inviting a Speaker
- 8.8** Thank You Letter for a Donation
- 8.9** Volunteer Request Template
- 8.10** Background Checks for Non-Employee Groups

8.1 Sample Volunteer Thank You Letter



December 7, 2011

Dear _____,

I did not want the year to end without properly thanking you for all of your support. The 2011 _____ event at DC Public Schools was absolutely fantastic. We could not have done it without your support. You were a critical piece of our success and we truly appreciate you. I have enclosed one of our very popular _____ as a token of thanks.

Sincerely,

Shereen Williams
Director
Community Partnerships

8.2 Community Service Verification Form

Community Service Verification Form

School Year 2011-2012

Student Name:

School Name:

Current Grade:

Event Name:

Name of Dept./Organization:

Telephone:

Fax:

Site-Supervisor:

Name of Service Site:

Address:

Date(s):

Time(s):

Service Activity:

Total number of community service hours earned for this activity:

Supervisors Name and Title:

Supervisor Signature:

Type of Community Service Activity (Check one):

☐ **Direct Service:** includes tutoring, mentoring and other forms of face to face contact between students and beneficiaries of the project;

☐ **Indirect Service:** includes fundraising, collections and other forms of support provided by students for others engaged in direct service;

☐ **Advocacy:** includes letter writing, public relations efforts, and other means of trying to influence citizens and policymakers to change their behavior;

8.3 Participation Form Template



BEAUTIFICATION DAY 2011 PARTICIPATION FORM

Project: Beautification Day Group: _____

Name: _____ Date: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: Home () _____ Work () _____

E-mail Address: _____

Tasks: Painting, gardening, light cleaning, etc.

I understand that I will be spending the day as a volunteer for Beautification Day and attest that I am physically fit to participate in today's activities. I acknowledge that my participation is voluntary and does not constitute a condition or requirement of employment.

I further acknowledge that the activities described above may expose me to some risk of injury. To minimize this risk, I will not create an unsafe situation for other individuals, or myself, nor will I engage in any task with which I am not completely comfortable. I will abide by all applicable federal, state, and local laws, as well as the rules and directions of the sponsors and coordinators. If I see any situation that I feel is unsafe, I will call it to the attention of the sponsors, coordinators, or safety coordinators. I agree to indemnify and hold harmless DCPS for any injury or damage which I may sustain while participating in this event.

Additionally, I grant D.C. Public Schools permission to use my likeness and words for the limited purpose of describing, promoting, and publicizing the community volunteer service event described above.

Volunteers under age 18 must have this form signed by a parent or legal guardian (in such event, all references herein to "I" refer to the volunteer who is under age 18).

For more information about volunteers working with the DC Government, please review DC Code § 1-319.01 to 1-319.05 and 2-411 to 2-416 (2001).

In case of emergency notify: _____ Relationship: _____

Telephone: _____ Address: _____

Signature of Volunteer/Date

Signature of Guardian (*if under 18*)/Date

8.4 Technology Donation Guidelines



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Family and Public Engagement

TO: DCPS Staff
FROM: Shereen Williams, Director of Community Partnerships
RE: Computer Donations
DATE: May 2, 2011

In the past DC public schools have received used computers from a number of public and private sources. Although we are always grateful for this support, accepting used computers has several implications for the district. When incomplete systems are donated, our staff has to search for peripherals so these systems can be used. When we receive outdated systems we expend significant resources upgrading them for classroom use. We have also received computers without hard drives. As you can imagine, outfitting several computers with new hard drives is quite expensive.

While it is our preference to receive donations of new computers, we are not in any way trying to deter our community partners from donating used computers. We are willing to accept used computers provided they meet a set of minimum requirements(80 GB hard drive, 512 MB) and include all of the necessary peripherals (power cords, keyboard, mouse etc.).

OCTO and the DCPS operations team have provided some very useful guidelines to ensure that all members of the DCPS community only accept used computers that we can support. If you accept systems that do not meet the minimum requirements we will **not** purchase the peripherals, memory or hard drive needed to make the systems operable. That will be your responsibility.

The guidelines and minimum requirements are attached. Additionally, please be mindful of the following:

- All donated systems should be wiped clean so that OCTO can reimage them.
- All donations have to be documented. If you are unsure of the process visit the donations link on the DCPS website.
- Once the donation has been approved, we can arrange for our warehouse to pick up the items if necessary.
- All donors will receive a thank you letter and documentation regarding their gift.
- GSA Computers for Learning Program Participants
 - Verify that computers meet the minimum requirements as outlined
 - Visit the donation link on the DCPS website to document your donation

8.4 continued



DCPS Technology Donation Guideline

Computer Minimum Specifications

COMPUTER TYPE	PROCESSOR	MEMORY	HARD DRIVE
PC	Pentium 4 1.6 GHz	512MB	80GB
Mac	Intel Core Duo 1.83 GHz	512MB	80GB

Preferred

Make	Model	Series
Dell	Latitude	D510, D600, D610, D800, E4300, E4310, E5400, E5410, E6400, E6410, XT2, 2100, 2110
Dell	OptiPlex	270, 280, 360, 380, 520, 620, 745, 755, 780, 960, 980
HP	EliteBook	2740P

Acceptable

Make	Model	Series
Acer	Aspire	5516, R1600, X1300, X3910, M1202
HP	Compaq	6720, 5100, 5700, 7600, 7700, 7800, 8100, 6710, DX2000MT
Gateway		ZX4800, E4100, E6100
Dell	Vostro	220, 230, 3400

8.5 Donation Agreement Template

DONATION AGREEMENT

BETWEEN THE DISTRICT OF COLUMBIA GOVERNMENT

AND _____

1. _____ (“Donor”) agrees to make a donation to DC Public Schools (name of D.C. Government agency) of _____ each to be used _____. The donation is being given freely without any expectation of special treatment by the government.
2. The donation will be used to augment our _____. The donation is for an authorized purpose because it is consistent with the functions and purposes of the agency.
3. The donation is being made on the condition that the agency agrees to use the donation for the particular purpose stated in this agreement. If the agency does not use the full balance of the financial donation, I, the donor, give my express consent and authorization to the agency to use the remaining balance in the same or subsequent fiscal years for the same or similar authorized purpose, as reviewed and approved by the D.C. Ethics Officer. Otherwise, the Government of the District of Columbia will mail a refund check to the donor in the amount of any remaining balance. (State any other conditions that may apply).

<input type="checkbox"/>
<input type="checkbox"/>

Yes, with my consent all remaining funds may be applied toward another D.C. Government program with a similar purpose in this fiscal year or subsequent years.

No, please refund all remaining funds to the donor.

4. The donor has read and agrees to be bound by the Rules of Conduct regarding Donations set forth in Mayor’s Memorandum 2002-1, dated January 8, 2002.
5. The Donor is not sure if they have any current transactions or litigation pending with the District government.
6. The District of Columbia government acknowledges that systems are in place for the donation to be accepted by the government and the use of the donation may be properly tracked as required by the Section 115 of the District of Columbia Appropriations Act, 2003, Pub. L.108-7.

Signature of the Parties:

_____ Date: _____

Name:

Title:

Authorized official representing the Donor

_____ Date _____

Agency Representative

Agency name

_____ Date: _____

Director of OPGD

on behalf of the District of Columbia Government

NOTE:

ADDITIONAL PARAGRAPHS MAY BE INSERTED AND RENUMBERED ACCORDINGLY, SUCH AS:

A. LISTING ADDITIONAL FUNDS THAT NEED TO BE EXPENDED TO ACCEPT DONATION

**B. IF REAL OR PERSONAL PROPERTY, STATE WHO WILL MAINTAIN AND ANY
ASSOCIATED COSTS.**

C. STATE ANY CONDITIONS ATTACHED TO DONATION

8.6 Volunteer Clearance Letter distributed to cleared volunteers



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS
Office of Family and Public Engagement

1200 First Street, NE, 12th floor
Washington, DC 20002

«Letter_Date»

«AddressBlock»

«GreetingLine»

Thank you for your interest in volunteering in DC Public Schools. This letter confirms that we have received your completed application, negative TB test result and fingerprint clearance.

You are now eligible to serve as a volunteer in DC Public Schools. If you do not already have a volunteer assignment, please sign up to receive regular emails about upcoming volunteer opportunities at:

<http://dcps.dc.gov/DCPS/volunteer>

Show this document to the school so they can make a copy and retain it on file as proof of your eligibility to volunteer. Keep this original document for your records.

This document expires two years from the date listed above.

Thank you in advance for your service to DC Public Schools.

Best,

Volunteer and Donations Coordinator

DCPSVolunteers@dc.gov

Direct line: 202-442-5308

Emergency Contact Information

Please complete for your school's records

Contact Name: _____

Contact Phone Number: _____

8.7 Sample Career Day Invitation Letter



1200 First Street, NE, 12th floor
Washington, DC 20002

Dear _____,

On behalf of Rainbow Middle School, I am kindly requesting your presence at our annual career fair this year.

Your role as a *[insert job title and organization]* is sure to thrill our students and demonstrate what education can help them achieve. Our career fair will take only an hour of your time. We are gauging interest now to determine the best time that will align well with the schedules of such busy professionals.

It is critical that our students remain motivated as they move onward with their classes. By participating in our career fair, you help make college and careers a tangible reality. Our staff works hard each day to ensure they have access to the best resources and learn in an engaging environment. We appreciate other adults that are also invested in the well-being of our students. Community partners like you add such value to our school community.

Please consider joining our career fair—you could make all the difference.

Sincerely,

Jane Doe
Principal

Name _____

___ I will attend.

___ I am unable to attend.

8.8 Sample Thank You Letter



December 7, 2011

Dear _____,

I did not want the year to end without properly thanking you for all of your support. The 2011 _____ event at DC Public Schools was absolutely fantastic. We could not have done it without your support. You were a critical piece of our success and we truly appreciate you. I have enclosed one of our very popular _____ as a token of thanks.

Sincerely,

Shereen Williams
Director
Community Partnerships

8.9

SAMPLE DCPS VOLUNTEER POSITION DESCRIPTION
SCHOOL/DEPARTMENT NAME

Location	Mark Twain ES, 1200 Rainbow Street, NE Washington, DC 20002 (202) 442-1234 New York Ave/Florida Ave Metro Station
Position Title	Main Office Volunteer
Purpose	To assist the administrative staff in the day-to-day operations of the main office
Key Responsibilities	<ul style="list-style-type: none"> • Answering the phone • Making copies • Some light filing • Greeting parents and other visitors
Qualifications	<ul style="list-style-type: none"> • Good communication skills • Knowledge of the computers • Knowledge of office culture • Very pleasant demeanor
Reports to or Partners with	Jane Doe (202) 123-4567 Jane.Doe@dc.gov
Time Commitment	Two days per week; 9:00 am to 1:00 pm
Development Opportunities	Volunteer will have face to face contact with key central office staff and visitors. They will also learn how to operate office equipment that is related to the position.

8.10 Background Checks for Non-Employee Groups



Standard Operating Procedures for Background Checks for Non-Employee Groups at DCPS

DCPS fingerprints several non-employee groups who serve in the DC Public Schools. These groups include: volunteers, athletic coaches, student teachers, Supplemental Education Services (SES) providers and CBO staff who provide afterschool services. This document outlines the procedures and key contacts for each group.

Volunteers

Any person volunteering in DC Public Schools on an ongoing basis is required to complete the volunteer application. The completed application and negative TB test, along with a photo ID, are required prior to fingerprinting. All of the requirements and the application can be found at www.dcps.dc.gov under the Parents and Community tab.

Office: Community Partnerships

POC: dcpsvolunteers@dc.gov - 202.442.5308

When: Tuesdays and Thursdays between 9am and 3:30pm, or by appointment

Parent Partners

A parent volunteering in a Title 1 school may be selected by the principal to serve as a parent partner. Parent partners volunteer twice per week and receive a stipend of \$16 per day. They will not receive an additional stipend if they volunteer more than two days per week. In addition to the volunteer application, TB test and photo ID, parent partners are required to submit a W-9 form to the volunteer office, and complete timesheets at the school. The school staff will submit the timesheets and an authorization letter to the payroll department on the parent's behalf.

Office: Community Partnerships

POC: dcpsvolunteers@dc.gov - 202.442.5308

When: Tuesdays and Thursdays between 9am and 3:30pm, or by appointment

Athletic Coaches, Officials, Support Staff and Workers

Individuals who support the athletic teams and staff athletic events are required to complete the volunteer application and TB test, as well as the extra duty pay form provided by the athletic department.

Office: Athletic Director

POC: Pat Briscoe, Asst. Director of Athletics – patricia.briscoe@dc.gov - 202.729.3288

When: Monday - Friday, 9am -3:30pm

Supplemental Education Service (SES) Providers

Any external group approved and contracted by OSSE to provide supplemental education services in Title 1 schools must have their employees complete DCPS background checks prior to delivering services. The cost of the background check is billed to the SES provider.

Office: Local Education Agency (LEA) Grants

POC: Angel Jones – angel.jones@dc.gov - 202.673.4488

When: Once the SES provider submits its forms, the POC will schedule a time for the employees to be fingerprinted at DCPS.

Student Teachers (and others completing academic coursework)

Any college or university student participating in activities at a DC public school for academic credit and/or coursework must complete a student teacher application and TB test. These items must be completed in order to be fingerprinted.

Office: Human Resources

POC: TBD

When: Monday –Friday, 9am and 3:30 pm

Out-of-School-Time Providers

Employees of community based organizations and other non-profit groups who provide services after school must be processed as volunteers. The completed application, negative TB test and a photo ID are required prior to fingerprinting. All of the requirements and the application can be found at www.dcps.dc.gov under the Parents and Community tab.

Office: Office of Out-of-School-Time

POC: Daniela Grigioni – daniela.grigioni@dc.gov -202.442.5020

When: Tues and Thurs between 9am and 3:30 pm, or by appt.

Rise to Success Tutor-Mentors

Individuals volunteering as mentors with the Rise to Success program are required to submit the completed application and negative TB test, along with a photo ID prior to fingerprinting. They also must attend an orientation on the program before being paired with a student.

Office: Chief Academic Office

POC: TBD

When: Tuesdays and Thursdays between 9am and 3:30 pm, or during group orientation

Please Note:

- **Volunteers receive a clearance letter as proof of their eligibility to volunteer in schools, valid for two years.**
- **Anyone who fails the background check will be contacted by the investigator to determine eligibility.**
- **A criminal conviction does not automatically prevent an individual from serving, unless the conviction is for a sexual offense involving a minor.**
- **Failing to disclose a conviction will prevent an individual from serving.**
- **We only fingerprint those who will serve in the DC Public Schools (as opposed to a charter school, or other school system)**
- **We do not accept fingerprints from other entities, but we do recognize active federal security clearance.**

Key Contacts

School Security

Tony Hinnant, Deputy Chief, anthony.hinnant@dc.gov , 202.576.5025

Kenneth Algood, Investigator, Kenneth.algood@dc.gov, 202.576.5039

Danielle Boxley, Fingerprinting Technician, Danielle.boxley@dc.gov, 202.442.5397

Sandra Gliss, Fingerprinting Technician, Sandra.gliss@dc.gov, 202.442.7865

Community Partnerships

Shereen Williams, Director, Shereen.williams@dc.gov, 202.535.1486

Volunteer and Donations Coordinator, 202.442.5308